



7-3-1926

The Johnsonian July 3, 1926

Winthrop University

Follow this and additional works at: <https://digitalcommons.winthrop.edu/thejohnsonian>

Recommended Citation

Winthrop University, "The Johnsonian July 3, 1926" (1926). *Browse all issues of the Johnsonian*. 99.
<https://digitalcommons.winthrop.edu/thejohnsonian/99>

This Newspaper is brought to you for free and open access by the The Johnsonian at Digital Commons @ Winthrop University. It has been accepted for inclusion in Browse all issues of the Johnsonian by an authorized administrator of Digital Commons @ Winthrop University. For more information, please contact bramed@winthrop.edu.

THE JOHNSONIAN

ISSUED EVERY SATURDAY

During the Regular Session The Official Organ of the Student Body of Winthrop College, The South Carolina College for Women
During Summer Session the Official Publication of the College

Subscription Price (Regular Session).....\$1.50 Per Year

Advertising Rates on Application

Entered as second class matter November 2, 1905 at Rock Hill, South Carolina, under the Act of March 3, 1879

WILLIAM GARNER BURGIN.....Editor and Manager

SATURDAY, JULY 3, 1936

THE CURTIS-REED BILL

Some of the most frequently mentioned objections to the Curtis-Reed Education Bill are answered in the following statement, prepared by the National Education Association:

Have you one of these fears?
1. That a Department of Education will control education? The bill gives the Department of Education no control over education. The farmer is not controlled by the Department of Agriculture because this department conducts investigations of tremendous value to the farmer. The work of this department has increased the farmer's productivity by millions of dollars yearly. Educational efficiency, without control, could be similarly effected by a Department of Education.

2. That research will mechanize and standardize education? This fear has no sound basis. The replacement of guesswork by knowledge has never decreased the effectiveness of any human endeavor. When Pasteur's researches proved that germs did not result from "spontaneous generation," but from germs introduced into wounds by unclean operating methods—medical procedure took a long step away from guesswork toward knowledge. There are more unsolved medical questions today than ever before—practice is constantly changing. Research has tremendously increased the effectiveness of the doctor, but it has not "mechanized" medical work.

Educational research rather than standardizing educational procedure will put each teacher in possession of the knowledge that will make intelligent teaching possible. The more intelligent the work, the less mechanical will be his methods of work. The greatest enemy of standardization is research. Research means continual improvement.

3. That private and parochial schools are to be interfered with? The bill is not an interference with private or parochial schools. They would be as free in their development as at present. They would be entirely free to accept or to reject the investigations of the Department of Education as an aid to their own decisions as to their merits.

4. That a Department of Education would be an "entering wedge" for federal control of education? The independence of State and local school systems is too well established and too jealously guarded to justify the fear that a Department of Education, given no control over education, would lead to federal control. Why conjure up future fears? Why assume that future generations will be less capable of guarding their rights than the present?

Such fears and such assumptions for the future are an insufficient basis for deferring action on a matter clearly justified in the light of present day needs. 5. That the cost of education will be increased? The most costly human effort is that based on hit-or-miss methods. Intelligence applied to education of children will mean real economy in the long run. The investigations of a Department of Education would make fewer dollars go farther in purchasing sound educational results.

6. That education will be brought into politics? "Political" interference has not interfered with the splendid researches of other federal departments that save the nation billions annually. So long as government is carried on through parties, politics will play some part in all our cooperative enterprises. No one thinks of abolishing the postal

service because it is sometimes afflicted by politics.

ILLITERACY LEADER CAPTIVATES HEARERS

(Concluded from page one)
have filleted out of my district before Monday morning. There is only one, and I am going to run him before Monday morning. I am going to teach him better than run him out. Of course when his district had wiped out illiteracy it was an easy matter for the others. "Then the governor of the State asked the legislature to create an illiteracy commission, and other States followed. The movement spread from State to State. In 1910, I thought illiteracy had always been with us and always would be, but it is not so now. The States of the union have gone out in this crusade against illiteracy, and now look where the climax is to come. Doubtless you read in the public press a few days ago that the Philippines, 500 strong, had come to teach one of our States until illiteracy is wiped out of the Philippines. In Mexico the pupils who have no other material write their lessons in the sand."

"Some of us talk about a coming contest between the United States and Japan. I welcome one that will try to do the most for humanity. Last year I was in Edinburgh at the Education Federation Association and I had charge of the illiteracy section of that Federation. The greatest message brought came from China. The speaker told of the great strides made there against illiteracy. He said, China may not wipe out illiteracy in a decade, but she will wipe it out in a generation. We are not to give up the progress of this crusade we must take heart. Where are the pessimists who said the illiterates could not learn to read and write—those who said we could not overcome our teachers to teach them? I don't hear of them any more. They are like those apes who went into the land of Canaan; they were told that came back, optimistic, cheerful, and bold. Who knew anything about the pessimists? They have realized since 1920 that Kentucky passed one of the best compulsory education laws in the nation. Everywhere the attendance of the school children is encouraged. We are doing something for the children when we are eradicating illiteracy."

"Some said the illiterates could not be taught; they talked about the morose, etc. I heard a lieutenant say he had three men in his company who could not count up to four. Many of such have learned. They learned in an atmosphere of ditch-digging, but they learned. A man whom a teacher found illiterate at the age of 22 is now one of our famous authors. An illiterate coal miner at 21 became a United States senator. A man that has never read a line that, let it not say that there is one in it who cannot learn to read and write."

"Some say the illiterates do not want to learn. That is most unkind; and it is not true. My friends, the majority of them do want to learn. One said to me that he had only 50¢ in the world, but that he would give every cent of it to be taught to read and write. I think the greatest charge that has ever come to those who have not come to the relief of the illiterates was made by a boy in my own State. He had just come back from the State School for the blind. He said, 'I am so glad I am here now when they had not even I might have grown up as one of these illiterates.'"

"My friends, again I want to say, 'Let's take heart.' In the beginning there was not a single text for teaching an adult illiterate. From that time we have reached a time when we have readers for farmers, farmers' wives, men in the army, prisoners, convicts—in the hospitals—books that are mature and simple in language. We have advanced from a system of writing that was very laborious to one that is almost irresistible. We have come from a time when nothing was said about the illiterates to a time when there are convicts in the State penitentiary. I am sorry to say that that fact that there is an illiterate in the community it is an indictment against that community. I know some men when they see a man make his mark feel that they have witnessed a human tragedy and hasten to correct it. We have come to the time when four States in the union expect to wipe illiteracy out in a year. These States are Vermont, North Dakota, Delaware and Oklahoma."

"We in this country are not going to stop. We are making a systematic and efficient warfare against illiteracy. We are going into the

prisons. We are going into all the places we have not gone before. Perhaps the most significant development in the organization of the National Illiteracy Crusade, which took place in Washington, D. C., on February 2. At that time we brought together a great group of educators and laymen who are going to back up this movement. We have our headquarters in the American Red Cross building, and this movement has the backing of the United States Government and the distinguished individuals and organizations.

"The question may arise, what was the purpose of making such an organization as this. We have to consolidate the forces for one great concerted drive against illiteracy. Our slogan is No illiteracy in the United States in 1930. I am proud of the records we have made in the Illiteracy Crusade; and yet when I think of the long indifference to this movement I feel as Thomas Jefferson must have felt when he said: 'I tremble when I remember that God is just.'"

HOW WE CAN VITALIZE THE TEACHING OF ENGLISH

(Concluded from page one)
to paper before the world. In other words if a printed page is anything when it is really read it is a window through which you look upon life. When an artist writes words he does not simply write words. He uses words as a painter uses pigment. He dips his pen into life. There never was a bird's song worth the reading where the birds did not sing to you."

Here is a big point. Literature is a reflection of life in words. You will never make anybody else cry unless you are in pain yourself. When you pen the lines, I cannot tell you anything truer than this: words are not dead; they are alive. They can sting like a viper and they can soothe like a nurse. Great expressions come when the heart is so full that it drops overflows it.

I just want to give you these few thoughts to drive home one great big central thought. I don't care what else you teachers teach you will never do your full duty until you have done your part in helping that child to think while he reads. Do you know what it is costing the nation today because we have not fixed that habit? I don't. What I get from business men is that the failure to think while reading is costing our country multi-millions of dollars. How many tragic accidents occur every day because people have not learned that simple habit of thinking while they read?

The waste of time in our classrooms because children have not learned to study well, their brains awake is phenomenal. How much of the students' time is absolutely thrown away because he has not acquired that habit? We talk about fixing the fundamentals. Find the fundamentals, and then fix them. Do not allow yourself to think that a book is going to make you wise. It is not what you read out of a book that makes you wise; it is what you read into it. Now when it comes to the other side of language; just as it is true that you cannot get your lesson unless you know how to interpret the printed page, it is true that you have never mastered a thing until you can express it. A fellow may know a thing pretty well, but he always knows it better when he has said it well. Clear expression clarifies thought."

I do not ask the teachers of other subjects to step aside to teach English, but if I were teaching that other subject I would realize that I was not teaching anything else unless at the same time I was giving that child a vocabulary of mathematics or science or of some other subject. That is a part of your program, and you cannot dodge it and teach your subject."

There is no lesson well taught unless some good teaching of English comes from it as a by-product. Taking a test of children from the Atlantic to the Pacific, I discovered that out of 100 per cent of the children have absolutely no sentence sense. We have never trained our children in that fundamental and vital habit of saying one thing at a time."

During the war there was a great rush of our college boys to the training camps. They soon began to feel that a college president asked what was the matter. Why is it that so many of our college trained boys are failing to pass your military examinations? The answer was "slouching in mental habits." When you asked those boys a straight question they would not come back with a straight answer; another kind of slouchiness among boys otherwise well equipped was that they could not pass because they could not speak in clear-cut tones so that people could understand what they had to say. We cannot entrust the lives of our American boys to a commander who cannot make his commands understood. Unless people train themselves to speak distinctly you are going to waste multi-millions of hours in court-room wastes, and it is all overhead expense."

What are you going to do about it? Well, there are three or four things you can do—just a handful of things every teacher needs to

keep before her. One is to train children to think while they read. Another is to speak in clear, carrying tones. The third is to say one thing at a time. The fourth is neatness in written work. If we can get these four big things done, I will risk the results.

The finest thing you can do as teachers is to set the right kind of living example. Can you make a clear, carrying tone? Do you say in your classes one thing at a time, and say it clearly? Do you set the right kind of an example? I understand that we have a good deal to overcome; but 700,000 teachers in the United States fighting for a few fundamental habits might make some progress. We are spending enough effort—and earnest effort—to accomplish much if the teachers would find a few fundamental things and fight for them."

Now, isn't it a wonderful thing for us to work for the thousands of boys and girls whose lives we are going to influence in trying to cultivate the proper pride in our little American speech?

MRS. CORA WILSON STEWART PRAISES STATE AND WINTHROP

(Concluded from page one)
to a charge of the work. In other words if a printed page is anything when it is really read it is a window through which you look upon life. When an artist writes words he does not simply write words. He uses words as a painter uses pigment. He dips his pen into life. There never was a bird's song worth the reading where the birds did not sing to you."

Here is a big point. Literature is a reflection of life in words. You will never make anybody else cry unless you are in pain yourself. When you pen the lines, I cannot tell you anything truer than this: words are not dead; they are alive. They can sting like a viper and they can soothe like a nurse. Great expressions come when the heart is so full that it drops overflows it."

I just want to give you these few thoughts to drive home one great big central thought. I don't care what else you teachers teach you will never do your full duty until you have done your part in helping that child to think while he reads. Do you know what it is costing the nation today because we have not fixed that habit? I don't. What I get from business men is that the failure to think while reading is costing our country multi-millions of dollars. How many tragic accidents occur every day because people have not learned that simple habit of thinking while they read?

The waste of time in our classrooms because children have not learned to study well, their brains awake is phenomenal. How much of the students' time is absolutely thrown away because he has not acquired that habit? We talk about fixing the fundamentals. Find the fundamentals, and then fix them. Do not allow yourself to think that a book is going to make you wise. It is not what you read out of a book that makes you wise; it is what you read into it. Now when it comes to the other side of language; just as it is true that you cannot get your lesson unless you know how to interpret the printed page, it is true that you have never mastered a thing until you can express it. A fellow may know a thing pretty well, but he always knows it better when he has said it well. Clear expression clarifies thought."

I do not ask the teachers of other subjects to step aside to teach English, but if I were teaching that other subject I would realize that I was not teaching anything else unless at the same time I was giving that child a vocabulary of mathematics or science or of some other subject. That is a part of your program, and you cannot dodge it and teach your subject."

There is no lesson well taught unless some good teaching of English comes from it as a by-product. Taking a test of children from the Atlantic to the Pacific, I discovered that out of 100 per cent of the children have absolutely no sentence sense. We have never trained our children in that fundamental and vital habit of saying one thing at a time."

During the war there was a great rush of our college boys to the training camps. They soon began to feel that a college president asked what was the matter. Why is it that so many of our college trained boys are failing to pass your military examinations? The answer was "slouching in mental habits." When you asked those boys a straight question they would not come back with a straight answer; another kind of slouchiness among boys otherwise well equipped was that they could not pass because they could not speak in clear-cut tones so that people could understand what they had to say. We cannot entrust the lives of our American boys to a commander who cannot make his commands understood. Unless people train themselves to speak distinctly you are going to waste multi-millions of hours in court-room wastes, and it is all overhead expense."

What are you going to do about it? Well, there are three or four things you can do—just a handful of things every teacher needs to

Morris'

Summer School Students

For quality gifts, expert repairing, artistic engraving, come to

Morris'

Jewelry Store

Diamond Experts Silversmiths

A. B. & N. TAXI CO.

Prompt and Reliable Taxi Service
Phones 440 and 609
Banks, Brazil & Nunn
Trade St., Opposite Manhattan Cafe

Tennis Racquets and Tennis Balls

ROCK HILL HARDWARE CO.

DIXIE OIL COMPANY
Markers of High-Grade Petroleum Products
Operating Dixie Filling Station, Black Street Filling Station, Palmetto Filling Station, M. & K. Service Station. Your business will be appreciated. 100 per cent. home organization.

DIXIE OIL COMPANY

Again We Announce New Arrivals in Both Our Millinery and Shoe Departments

Just received a new shipment of those much admired black and white Milan Hats with wide brims.

Don't fail to see the new, snappy numbers in Shoes, on display in our window.

We are featuring this week Voiles in all of the newest colors and prints. Specially priced for this week.

Davis' Department Store

Where Price and Quality Meet

You Get Two Kinds of Interest Here

They are: Interest on your deposits and our personal, helpful interest in your every transaction.

A welcome always awaits the Faculty, Teachers and Students of Winthrop College at this bank.

Make use of our Service and Facilities.

CITIZENS BANK AND TRUST CO.

(Member Federal Reserve System)
SAFETY SERVICE

THE PERIWINKLE TEA ROOM

"The Home of Good Food"

Call telephone 339 for table reservation
Special menus on request

"I Sell It" "I Apply It"
C. L. WILLIAMS
The Paint Man
Paints, Oils, Varnishes
Record Place Phone 224
Rock Hill, S. C.

SPECIAL

While They Last
1 Eastman Hawkeye Camera
1 Roll Eastman Film
\$1.00
ROCK HILL DRUG COMPANY

LADIES' PARLOR

W. O. WRIGHT, Proprietor
CHIROPODY
Beauty Culture and Cosmetics
Trade Street Rock Hill, S. C.

CATAWBA LUMBER CO.

All Kinds of Building Material
ROCK HILL, S. C.

CLOUD'S

A complete line of Everfast Gingham and Suitings
We have all needed accessories for sewing

STUDENTS

Earna Money During Your Vacation
We have an opportunity for you to earn from five to ten dollars per day all through your vacation. The work is pleasing, requires no past experience. You have nothing to sell, no money to collect, and you get your remittance weekly.

BERTHA STUDIOS
Box 113 Springfield, Mass.

Electric Ranges, Heating Appliances, Household Wiring Devices

Edison Mazda Lamps
ELECTRIC SUPPLY AND EQUIPMENT COMPANY
Jobbers

Electrical Supplies
421-423 Penman Street
Charlotte, N. C.

Hardaway Hecht Co.

WHOLESALE GROCERS

Charlotte, N. C.

Prattlow

Canned Fruits

Faultless

Canned Vegetables

None Better

Our Line of Fresh Meats, Fish and Fowls

Is unexcelled. Call us for prompt and efficient service.

BROOKS' MARKET

119 Trade Street

Phone 191

Summer School Teachers and Students

We are delighted to have you in our city, and will be pleased if you'll let us help you have a good time.

When you are down town drop in to see us, and, incidentally, inspect of our wonderful assortment of gifts. That will give us a thrill whether you buy or not.

TUCKER JEWELRY CO.
"Gifts That Last"

GILL & MOORE GROCERY COMPANY
125-127 Main Street

The Best Grocery Store in Town

WHEN SHALL I RESIGN?

(Robert H. Wright, president, East Carolina Teachers College, Greenville, N. C., in the Journal of the N. E. A.)

When shall I resign? The teacher as a rule in North Carolina stays only a short time in any one school system. There are exceptions to this rule. There are people who are teaching in the same school for fifteen or twenty years.

There are certain well-established principles that will help a teacher determine when she should move from one school system to another, or when she should leave the profession and go into another.

Too often the dollar mark determines the answer to this question. Too often just because somebody else pays more money a teacher moves from one place to another, and, indeed, there are times when a teacher ought to move.

Suppose I am a teacher in the community. I have been here for two or three or four years. I have been able to give the administration of the schools my undivided support. I haven't always agreed with everything that was said and done. I haven't always agreed with all the policies, because thinking people do not agree.

The administrator has to take the responsibility for the system, and he cannot organize his schools as he wishes to. This is true in every detail of the thought of every one who teaches in them. This is true in the fact that the system is made up of thinking people. A question arises about which I do not agree, but I am not the administrator. I am a teacher. What should be my attitude? First, I ought to go to the administrator and lay my views before him or her with perfect frankness, without any reservation.

Quite often a teacher stays in a school system with just some little thing that has got on her nerves. She becomes a body with her and eventually destroys her usefulness. This thing ought to be done this way instead of the way it is being done. It begins to trouble in the breast of the teacher and finally takes away from her the whole-hearted support that she should give to the administration and that the administration has a right to expect.

Now, if you can't kill off that thing, however little it may be, you had better move to another system. But before you do, you had better see for sure that you are right about it and that it is going to work for the common good. Always at every day of my life as an administrator I find it necessary to do some things that I do not want to do, and you as teachers will find just that kind of thing facing you.

Co-operation is absolutely essential to efficient service in school work. This means the co-operation of the administrator and all those working in the system.

There is a great big problem before us in every school system, and that great big problem is to get the largest amount of efficient teaching done for the children of our State and the whole mechanism organized with that one object in view.

As a teacher who is in thorough accord with the administration will sometimes find herself getting tired and to feel drained and drained; she will begin to drop into

Citizenship as a Curriculum Objective

(W. D. Magginn, Winthrop College, in South Carolina Education.)

It is not the purpose of this paper to present solutions, but rather to raise problems in very definite terms. Problems clearly stated are well on the way to solution. It may be taken for granted that there is a felt need before us. The location and the definition of the need or difficulty or misadjustment must next be found before worth-while suggestions of solution may be made.

Too often the dollar mark determines the answer to this question. Too often just because somebody else pays more money a teacher moves from one place to another, and, indeed, there are times when a teacher ought to move.

Suppose I am a teacher in the community. I have been here for two or three or four years. I have been able to give the administration of the schools my undivided support. I haven't always agreed with everything that was said and done. I haven't always agreed with all the policies, because thinking people do not agree.

The administrator has to take the responsibility for the system, and he cannot organize his schools as he wishes to. This is true in every detail of the thought of every one who teaches in them. This is true in the fact that the system is made up of thinking people. A question arises about which I do not agree, but I am not the administrator. I am a teacher. What should be my attitude?

First, I ought to go to the administrator and lay my views before him or her with perfect frankness, without any reservation. Quite often a teacher stays in a school system with just some little thing that has got on her nerves. She becomes a body with her and eventually destroys her usefulness.

This thing ought to be done this way instead of the way it is being done. It begins to trouble in the breast of the teacher and finally takes away from her the whole-hearted support that she should give to the administration and that the administration has a right to expect. Now, if you can't kill off that thing, however little it may be, you had better move to another system. But before you do, you had better see for sure that you are right about it and that it is going to work for the common good.

Always at every day of my life as an administrator I find it necessary to do some things that I do not want to do, and you as teachers will find just that kind of thing facing you. Co-operation is absolutely essential to efficient service in school work. This means the co-operation of the administrator and all those working in the system.

There is a great big problem before us in every school system, and that great big problem is to get the largest amount of efficient teaching done for the children of our State and the whole mechanism organized with that one object in view. As a teacher who is in thorough accord with the administration will sometimes find herself getting tired and to feel drained and drained; she will begin to drop into

economy and sociology. Some problems of trade and transportation, capital and labor, of political policy and international relations must be faced in a modern school. Neglect must not be our answer.

The task before us is not an impossible one. We can make a real beginning at once. We need not wait for other localities to complete the task and then accept their solutions. Such a plan must prove fatal. We have accepted the results of the curriculum thinking of others too long. The past cannot be expected to solve our problems. The curriculum must be a living instrument and if it is living and vital it must therefore be a changing instrument.

With effective citizenship in a democratic society in the United States of America in the year 1926 as the guiding principle of action, I am convinced that the curriculum, information, ideals, attitudes, habits, skills, etc. Of each part of the curriculum I shall demand a positive justification for its inclusion within the curriculum. The stronger and clearer is the proof of its worth, the more important will be its place and the more general its emphasis.

If we are ready to accept a definition of the curriculum which includes the above necessary characteristics, there remains the need of suggesting ways and means for making the suggested improvements. In order to provoke further thinking I submit the following definite suggestions, reproduced from Teachers College Bulletin, January, 1921:

1. Keeps a good posture and appearance.
2. Is refined in speech and manner.
3. Takes care of health.
4. Is orderly.
5. Exercises self control.
6. Is self-reliant.
7. Is courageous without being foolhardy.
8. Exercises thrift.
9. Is generous.
10. Is courteous.
11. Is cooperative and considerate.
12. Is loyal.
13. Takes suggestions and profits from criticism.
14. Assumes responsibility for good citizenship.
15. Has broad sympathy and outlook.
16. Is obedient.
17. Chooses good associates.
18. Is prompt and alert.
19. Is characterized by helpful initiative.
20. Realizes when help is really needed.
21. Exhibits ability to concentrate.
22. Shows a real grasp of fundamentals.
23. Shows improvement.
24. Is honest and reliable.

work. When you dry up, blow away and light in another community.

BANKER SUGGESTS A FASHION BUREAU

(Continued from page one)
they do in silk, the surplus of cotton would not be what it is now. "I believe that every State would find it money well spent if they did create a bureau of fashions and employer designers. When the women-folks might eventually forget about Paris and the French. Furthermore, they would be doing a big bit toward helping to increase our fair price for the South's principal crop."

"And another thing: if our farmers would hand themselves over to the determined that their cottons should be brought to the gin should be wrapped in cotton bagging instead of jute, as is now the case, that would provide a need for thousands and millions of extra pounds of cotton and would aid toward further cutting down the over-supply which is the trouble now."

"Educational advertising campaigns among the people of the South, impressing upon them the necessity for their using for clothing purposes the crop upon which they are principally dependent for their livelihood, would greatly relieve the present situation," the Rock Hill banker said in conclusion.



Shop Girl—Congratulations me, Ma! I've just been offered a good job as window dresser.

Dubious Mother—But surely, dear, you wouldn't do a thing like that in a window.

Radio Bug—Guess I'll have to drink coffee at night. I can't keep awake during these bedtime stories.

"The house is getting to look pretty pretty dear."

"Yes. Time I phoned for another vacuum cleaner demonstration."

Mrs. Sheep: You mustn't associate with those common rabbits. Remember, you are all wool and they're just plain cottonfalls.

Dumb Dora: I'd like to exchange this diamond wrist watch for some—

Best Man (absently): Oh, yes; hundreds of times.

Shocked Dad: Silk underwear and a net dress! No really nice girl would go out with that on.

Daughter: You're right, Daddy. Which do you think I should leave off?

"Is he self-centered?"

"Self-centered? Why, that guy thinks 'Hail, hail, the gang's all here' is a solo."

"Listen, doc, is this operation going to be worth while—to talk about?"

"Ah! when Mrs. Grubbs see you wasn't no lady, what did she say?"

"I see. Two negatives mean a 'firmly' and 'knocks her down.'"

Kind Old Lady: You say you were locked in a cage for ten years? Were you in prison, my good man?"

The Tramp (sarcastically): No, mum; I was a canary.

"What became of that portable garage of yours?"

"I tied the dog to it the other day and a cat came by."

An auctioneer had passed away one morning just at dawn.

So on his tombstone was engraved, "Gone, Gung, Gung."

—Denison Flamingo.

Ben: Are you still writing ads for my Soap?

Ed: No.

Ben: Wassamatter?

Ed: The ad manager said they were 99 1/100% poor.

The explorer was relating his experiences for the press.

"We ate our rubber boots," he said.

"Provisions ran out, eh?"

"No, but I thought it might add interest to our report."

HOSIERY
of the
dependable kind and in the
wanted shades

Dexdale in Pure Silk

Van Raalte in Pure Silk

Both Service and Clifton Weights

Priced special at

\$1.00, \$1.35, \$1.65, \$1.95

MOORE-SYKES CO.

Home of Good Merchandise

THE NATIONAL UNION BANK

IS

"ABSOLUTELY SAFE"

Capital and Surplus, \$500,000.00

BEACH-IRHIE'S
ESTABLISHED 1887

Diamonds, Jewelry, Watches, Hand-Painted China, Silverware

BEACH-IRHIE JEWELRY COMPANY
OLD RELIABLE JEWELERS

When You See A Friend

Or acquaintance issuing a check on the Peoples National Bank of Rock Hill, generally known as the "Old Reliable," you may "bet your boots" that he or she is receiving a banking service unexcelled by any bank anywhere.

If you are a patron of this institution, you are already aware of the service and treatment received at our hands. If you are not one of our patrons, accept this as an invitation to come in and line up with the thousands of others who enjoy our unexcelled facilities.

PEOPLES NATIONAL BANK

Rock Hill, S. C.

Under Supervision of Uncle Sam

"A Good Bank in a Good Town"

SAFE SUCCESSFUL SECURE

